UCSF Bridges Curriculum Charge Document
Project Strand: Student Assessment
Faculty Leads: Karen Hauer, MD and Arianne Tehrani, MD

Background and Purpose:
By way of this charge document, the UCSF Office of Medical Education is defining the scope of work and deliverables for the Student Assessment Group. This charge document appoints Karen Hauer, MD and Arianne Tehrani, MD as the Faculty Leads of the Student Assessment Group. In addition, the charge provides guidance on roles, processes, and deliverables through June 30, 2015.

The purpose of this group is to design, develop and plan student assessments that support the Bridges Curriculum. These assessments will take place throughout the Bridges Curriculum. The first class to fully participate in this new curriculum and assessments will enter UCSF in 2016. The work of the group directly supports the successful completion of Bridges Project Goal 3, Objective 3.2 and Goal 5, Objective 5.1.

Goal 3: Implement the Bridges Curriculum to allow students to accelerate through their medical education while ensuring that all graduates can effectively execute the comprehensive set of responsibilities of the collaboratively expert physician.

Objective 3.2 Develop and implement a robust EPA and milestone assessment program that ensures that each student has the required competency to execute the roles and responsibilities needed for each clinical workplace learning experience, advancement through the curriculum and graduation.

Goal 5: Design and implement a comprehensive program to support professional development of faculty, students and staff in alignment with the principles of the Bridges Curriculum and our goal of producing the ideal 21st Century Physician.

Objective 5.1 Develop and implement a menu of student professional development activities including a revised model of student competency coaching integrated with student wellbeing and career choice/advising.

In addition to addressing the aforementioned goals, the evaluation arm of this group will be responsible for developing the overall program evaluation design for the implementation of the Bridges Curriculum across the various key elements. The evaluation deliverables will be addressed in a separate charge.

Please take a minute to review the comprehensive Bridges Curriculum Charter in Appendix A prior to your group kickoff meeting and share the charter with group members.
Deliverable Process Maps:

Student Assessment

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Student Assessment Deliverables:

Entrustable Professional Activities (EPAs) for all Physicians (due October 31, 2014)

Quality Criteria:
- UCSF specific EPAs that support the new curriculum and vision for the 21st century physician and align with the AAMC standard EPAs
- A description of each EPA to define setting, scope, knowledge/skills/attitudes, pre-requisite assessments, expected entrustment level
- An entrustment scale for UCSF, using the existing examples in the literature
- An EPA faculty development program/materials and plan for delivering faculty development in collaboration with faculty development leadership
- Plan for stakeholder review and dissemination or EPAs to guide Bridges Curriculum Development

Competencies and Milestones for all EPAs (due September 30, 2014)

Quality Criteria:
- A set of graduation milestones using the new competency domains that support/are aligned with the new UCSF EPAs
- Initial recommendations for curriculum phase (Foundations I, Foundations II, Career Launch) milestones that align with graduation milestones and will inform the curriculum working groups’ development of element and phase-specific milestones
- Plan for stakeholder review and dissemination of graduation milestones
- Strategy and execution of strategy for supporting curriculum working groups’ development of element and phase-specific milestones

A Strategy and Implementation Plan for Assessment and Professional Development Weeks (due October 31, 2014)

Quality Criteria:
- A strategy that describes the purpose, guidelines, content and requirements for APD weeks throughout the Bridges Curriculum
• A schedule for the new Assessment Professional Development week to be implemented in 2016/17
• Plan for stakeholder review/input and dissemination across all Bridges Element Groups (Foundational Sciences, CMC, F2 and Advanced Clerkships and Inquiry) to ensure alignment of APD weeks across the curriculum
• An implementation plan for APD weeks that operationalizes the roles of faculty and staff and describes how the weeks will be organized, staffed and scored
• Plan for stakeholder review and dissemination of APD week strategy and implementation plan

Assessments Methods, Strategies, and Tools (due Oct. 31, 2014)
Quality Criteria:
• A set of appropriate assessment strategies and tools that can be deployed across the curriculum linking to the medbiquitous standard language
• A roadmap of recommendations as to where assessment tools can be implemented throughout curriculum
• Plan for stakeholder review and application of assessment strategies with curriculum working groups

Plan for Student Coaches to Support Success Across the Curriculum (due Nov. 30, 2014)
Quality Criteria:
• A programmatic plan for Student Coaching including a job description for the coach role supporting student development across the 4 year curriculum
• A template for student reflection and learning planning
• A high level blueprint for student-coach interactions, including format and schedule
• A proposal for organizational governance of the coaching program
• An implementation plan for Student Coaching program including a document that describes the qualification and time commitment of coaches to be used for recruitment and a recruitment plan developed in collaboration with the CMC group
• A recommended plan for faculty development developed in collaboration with the Faculty Development leadership to support new coaches, including possible topics and a draft schedule
• Plan for stakeholder review and dissemination of Student Coaching program deliverables

Proposal for Student Advancement and Promotion (due March 30, 2015)
Quality Criteria:
• A proposal for new advancement and promotions procedures that integrates both course assessments as well as APD weeks’ assessments
• An implementation plan that includes the governance (committee structure) of student advancement and promotion and schedule of critical time points in advancement and promotions
• Plan for stakeholder review and dissemination of proposal

Student Assessment Dashboard (due September 30, 2014)
Quality Criteria:
• Phase 1 pilot plan with selected competencies, assessment data, visuals
- A complete phase 1 dashboard and strategy for evaluation
- A plan outlining phase 2 dashboard including requirements gathering for additional data need across key stakeholder groups, timelines and resource plan

Required activities during each phase of deliverable development:
- Hold kickoff team meeting including Bridges Project Manager, Lindsey Cannon, following an agenda that includes all topics outlined in the template
- Complete a project plan including a project timeline and identified working groups
- Document responsibilities of working group leadership and membership, can use a Responsibility Assignment Matrix (RACI) (template to be provided)
- Identify interworking group dependencies; integrate other Bridges subgroup members into working groups as appropriate
- Seek feedback from appropriate stakeholders across phases of development (with support from the Project Manager as necessary)
- Receive deliverable approval (as determined per each phase’s quality criteria)
- Develop communication plan for final product in collaboration with the Project Manager, Sponsor and additional Bridges stakeholders, as necessary